

# Professional Development Award in Personal Training

**STUDENT PACK**

## **Portfolio of Evidence**

**Candidates Name:**

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The appendices contain examples of documentation which you may use if you wish:

66	Appendix 1 – Sample ParQ
68	Appendix 2 – Sample Lifestyle Questionnaire
71	Appendix 3 – Reflection and Self Evaluation

### The Contents of your Portfolio

Your portfolio consists of a number of separate sections

1. This document: in each section there are a number of questions designed to test your underpinning knowledge. These should all be completed. **Where questions ask you to relate the answer to a client, this must be clearly referenced ie. which client, which session etc.**
  - Client details: you must include **at least two personal training clients**, including at least one with specific fitness needs, and at least one with general health needs
  - Groups: **this area will be covered by your plan, circuit, associated PAR-Qs and evaluations from the Group Exercise unit. All material relating to this must be contained a separate section of the portfolio.**
2. For **each** client (individuals with specific fitness needs, individuals with specific health needs) you should complete: (See Summary Table 1, Page 7)
  - a. A PAR-Q form covering medical history and current status (See Appendix 1, Page 59)
  - b. A basic lifestyle questionnaire (An example can be found in Appendix 2, Page 61) covering:
    - Personal goals (Physiological, psychological, health and fitness, lifestyle, social, functional ability)
    - Lifestyle
    - Physical activity history
    - Physical activity preferences
    - Attitude and motivation of client
    - Potential barriers to participation
    - Current fitness level
    - Readiness to participate in the programme
    - Posture
    - Functional ability
  - c. A nutritional questionnaire which allows you to determine
    - personal goals (healthy eating, weight management, improved fitness and self image)
    - diet history
    - food preferences
    - supplement use
    - nutritional knowledge, attitudes and motivation
    - stage of readiness to participate
  - d. An analysis of the PAR-Q, lifestyle and nutritional questionnaires identifying any contra-indications and potential barriers (See Summary Table 2, Page 8)

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- e. An analysis of short, medium, and long term client goals and how you intend to address them (**See Appendix 3, Page 64**). Client objectives may be drawn from
- General health and fitness
  - Physiological issues
  - Psychological issues (motivation)
  - Lifestyle and social issues
  - Functional ability
- } each one must be covered somewhere in the portfolio
- Plan and agree with your clients a programme of **at least twelve exercise sessions** (cardio-vascular fitness, muscular fitness, flexibility, motor skills, and core stability) that will help them achieve their objectives, and record your plans in an appropriate format. Agree realistic timings and sequences for exercises. You do not have to include **all** components for **all** clients, but all components must be planned.
- f. A review (by yourself and the client) of each session taught (you do not have to be with the client for every session, but all should be planned and evaluated – you should liaise with the client throughout the programme)
- g. Your own review of the programme, including explanation of how and why you would change it in the light of experience
- h. A client review of the programme
3. Environment and equipment
- a. An exercise bank, listing **all** exercises taught together with teaching points, benefits, progressions if appropriate (See Summary Table 3, page 11). Exercises taught **must** cover cardiovascular fitness, muscular fitness, flexibility, motor skills, core stability, circuit formats (see also (2) above)
  - b. Risk assessments, including equipment and environmental checks (See unit C22, Page 25, Appendix 4, page 65)
  - c. Any other relevant health and safety information specific to the client or the exercise environment
4. Supplementary evidence
- a. Facility background (internal or external facilities where sessions took place)
  - b. Any other relevant information

**Hint: document everything, leave nothing to chance!**

The award consists of a number of units as follows:

### **C317 Motivate clients to maintain long term adherence to exercise and physical activity**

This standard is about working with clients to develop and maintain their strategies for adhering to exercise and physical activity. This includes establishment and maintenance of an effective relationship with clients, working with clients to develop and maintain adherence strategies, and providing ongoing customer service to clients

### **C22 Promote health, safety and welfare in active leisure and recreation**

Health and safety – of your customers, your colleagues and yourself – are very important. This unit covers identifying hazards, assessing and controlling risks as they occur and dealing with incidents and emergencies. The unit also looks at safeguarding children and other vulnerable people

### **A335 Reflect on and develop own practice in providing exercise and physical activity**

Instructors should always try to improve what they do. This involves evaluating the exercise and physical activity they have planned and delivered, identifying their strengths and weaknesses and learning lessons for the future. They must also keep up-to-date with developments in health-related exercise and physical activity and take part in continuing professional development to improve their practice even further.

### **D459 Evaluate exercise and physical activity programmes**

It is very important for instructors to evaluate physical activity programmes, assess how effective they have been for clients and to learn lessons for future practice. This unit requires candidates to evaluate exercise and physical activity programmes, and identify lessons for future practice

### **D460 Design, manage and adapt a personal training programme with clients**

This standard covers the competence that personal trainers require to develop and manage a physical activity programme with apparently healthy adults of all ages. This may include young people in the 14-16 age range, provided they are part of a larger adult group. The standard also covers working with individual older adults, ante and postnatal clients and disabled clients, provided the relevant contraindications and guidelines are observed. This standard does not cover running specialist whole classes these groups. Candidates will be expected to collect and record information, analyse information and agree goals, plan, prepare and manage a personal training programme, review progress, and adapt a personal training programme with clients

### **D461 Deliver exercise and physical activity as part of a personal training programme**

This standard covers the competence that personal trainers require to deliver exercise and physical activity as part of a programme for apparently healthy adults of all ages. Groups covered as stated above in the synopsis of standard D460. Candidates will be expected to plan and prepare individualised exercise sessions, prepare clients for individualised exercise sessions, teach and adapt planned exercises, and bring exercise sessions to an end

### **D462 Apply the principles of nutrition to support client goals as part of an exercise and physical activity programme**

Nutrition affects general health status as well as physical performance. There are strong links between diet and physical activity with both having a major role to play in optimum health and wellbeing. A sound knowledge of nutrition and its relationship to physical activity and exercise has great value to the personal trainer in providing safe and appropriate nutritional advice to clients. It is important to note that there should be no conflict between eating for health and eating for exercise. Personal Trainers must also take account of national guidelines on nutrition, their own experience, and professional role boundaries when applying the principles of nutrition in the context of safe professional practice. Candidates will be expected to collect and analyse information and agree nutritional goals with clients, and to apply, monitor and adapt the principles of nutrition and weight management to an exercise and physical activity programme

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**If you use a specific facility for your sessions, complete the following details:**

Name of Facility	
Address	
Telephone	
Manager	
Placement Supervisor	
Dates and times of sessions	
Other	

**You may find that one piece of evidence will cover more than one area. If this is the case it should be clear which.**

**TABLE 1**

List here your clients (minimum of two), and tick when you have completed the requirements listed: for reasons of confidentiality and data protection you should refer to them as 'client 1', 'client 2' etc. In your portfolio all evidence relating to client 1, client 2 etc should be clearly marked. ***In this table, clearly state where in the portfolio individual pieces of evidence may be found (eg Client 1, evidence #4)***

Indicate clearly whether clients are individuals, part of a group, have fitness needs, have health needs ↓	<b>PAR-Q and Lifestyle information should be included for ALL clients. Nutritional analyses should be completed for at least two individuals</b>											<b>Each programme type should be covered at least once</b>						
	PAR-Q	Lifestyle Questionnaire and analysis									Testing and analysis of results	Nutritional questionnaire /analysis	Programme type					
	Medical history	Personal goals	Physical activity history	Physical activity preferences	Lifestyle	Attitude/motivation	Current fitness level	Stage of readiness for exercise	Postural issues	Functional ability			Motor skills		Flexibility	Core stability	Circuit format	
													CV Fitness	Muscle fitness				
Client 1 Fitness/ Health*																		
Client 2 Fitness/ Health*																		
Client 3 Fitness/ Health*																		
Client 4 Fitness/ Health*																		

\*delete as appropriate

Where you see this sign



you should provide referenced evidence to one of your clients as an example

TABLE 2

Indicate clearly whether clients are individuals, part of a group, have fitness needs, have health needs  ↓	Goals			Objectives (You must cover each one at least once ie at least one tick in each column)			
	Short term	Medium term	Long Term	General health and fitness	Improve Psychological wellbeing (lifestyle and social issues, motivation)	Improve Physiological issues (skills/techniques/functional ability)	Explanation of how the programme will help client meet their objectives
Client 1							
Client 2							
Client 3							
Client 4							



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#### Client Goals Overview:

Complete one of these tables for each client (up to a maximum of four)

**Not all clients will want to establish goals for all aspects, however you should cover required areas at least once; remember this is just an overview – you should have a more detailed analysis with specific client information**

Client no.	Brief overview of client goals (short/medium/ long term)	Strategies to help client achieve these goals
<b>1</b>		
Cardio-vascular fitness		
Muscular fitness		
Flexibility		
Motor skills		
Improve fitness		
Improve motivation		
Improve skills and techniques		
Improve health		
Fun and enjoyment		
Other		

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Client no. <b>2</b>	<b>Brief overview of client goals (short/medium/ long term)</b>	<b>Strategies to help client achieve these goals</b>
Cardio-vascular fitness		
Muscular fitness		
Flexibility		
Motor skills		
Improve fitness		
Improve motivation		
Improve skills and techniques		
Improve health		
Fun and enjoyment		
Other		

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Client no. <b>3</b>	Brief overview of client goals (short/medium/ long term)	Strategies to help client achieve these goals
Cardio-vascular fitness		
Muscular fitness		
Flexibility		
Motor skills		
Improve fitness		
Improve motivation		
Improve skills and techniques		
Improve health		
Fun and enjoyment		
Other		

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Client no. <b>4</b>	Brief overview of client goals (short/medium/ long term)	Strategies to help client achieve these goals
Cardio-vascular fitness		
Muscular fitness		
Flexibility		
Motor skills		
Improve fitness		
Improve motivation		
Improve skills and techniques		
Improve health		
Fun and enjoyment		
Other		

Exercise Bank

**TABLE 3: Complete this when you have developed your exercise bank – you should have instructions for every exercise which you have taught, including detail on the key muscle groups being worked in each case. Where appropriate detail on progressions/alternatives for exercises should be included**

		Exercises included in bank	Total number of exercises
Cardio-vascular fitness*			
Muscular fitness*			
Flexibility	Dynamic		
	Static		
	PNF		
Core stability exercises			
Circuit Format sessions		This material will be included in your Group Exercise Portfolio	

\*Motor skills will be developed during cardio-vascular and muscular fitness development activities

C317.1 Establish and maintain an effective relationship with your clients



- 1. Attach a statement from your **line manager or a client**, confirming that you have consistently met clients punctually, helped them feel welcome and at ease, and maintained a positive image and attitude

Competence statement included		Evidence number/location:	
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- 2. Explain why it is important to present a positive image of yourself and your organisation to clients

- 3. Explain why it is important to develop an effective working relationship with your clients (see also D460.1, K6)

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4. Suggest a reason why it is important to clearly define your own role and responsibilities with your clients

5. (K6) Suggest and explain three personal qualities that an instructor should try to develop in order to effectively help and support clients

6. (K9) Explain why is it important that an instructor can communicate clearly with a range of different clients (See also D461.1, K4/5)





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10. (K14) Suggest two reasons why it is important to maintain 'confidentiality' when working with clients, other staff and professionals

11. Explain the role of Data Protection Act 1998 and what you should do in order to adhere to it

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12. Attach a copy of the complaints procedure for your organisation (See also C317.3)



Complaints procedure attached		Evidence number/location:	
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13. (K18) Explain why it is important that any disagreements or complaints are dealt with promptly, positively, and according to organisational procedures.

14. (K19) If possible, give an example of an occasion where you have had to deal with a disagreement or complaint. Outline the nature of the problem, what you did to resolve it, and describe the outcome. If you do not have actual experience of such an issue you should provide a fictitious (but realistic) example of what could be done to resolve a problem/complaint.



C317.2 Work with clients to develop and maintain adherence strategies

1. **Using PAR-Q and lifestyle evidence** from your clients, identify five reasons for taking part in regular physical activity. **Clearly state which client each reason applies to**



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2. (K27)Identify and explain five benefits/incentives to clients taking part in physical activity

Benefit/incentive	How would this potentially be of use to a client ?

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3. (K25)Identify five potential barriers which might prevent clients from taking part in physical activity. (K26) For each barrier suggest a possible way in which it may be overcome. **One of these should be related to the experience of a client.** Clearly state which client experienced this, and how your approach helped to overcome it

Barrier	How you helped the client overcome this
  Client No.	

Other barrier	How it may be overcome

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4. List current guidelines and recommendations for the amount of physical activity required for clients aged 16- 64 to derive health benefits. This may be from ACSM or UK Government guidelines, and must include FITT guidance for both cardio and resistance training

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5. Attach a timetable of all activities which clients could undertake in a local facility. If you are not based in a specific facility look for and document options available locally.



Timetable of activities		Evidence number/location:	
Facility details			

6. (K22/29) Explain why your clients need to understand their own responsibility for personal motivation and fitness

7. (K28) Give examples of two **open ended** questions which you might use to try and establish clients' exercise preferences

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8. (K29) **Using PAR-Q and lifestyle evidence from one of your clients**, outline your strategy to ensure long term programme adherence. Refer to specific client programme evidence (It is not necessary to reproduce information).






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9. (K31) Suggest a reason why instructors need to develop good basic listening skills
10. (K30) For each of the below examples, suggest two behaviours which clients might exhibit if (Do not write a mirror answer here!)
- a. They are enjoying the exercise programme
- b. They are not enjoying the exercise programme

### C317.3 Provide ongoing customer service to clients

1.  (K30) Explain why it is important to evaluate the effectiveness of your programme. **Using one of your planned sessions**, give an example of a change which you made to a client programme and evaluate whether or not it was effective. Suggest one way in which the intervention could be improved should you use it again. (See also D459.1, K1)

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2. (K32) Explain the importance of good customer care, and give an example of where you have put this into practice



3. (K36) **Give at least three examples** of occasions where you have had to research information in order to respond to customer needs/questions. Detail your answers, reference any sources of information which you used, and attach copies of any information which you gave to a client



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4. (K37) Give an example of an issue which you had to refer to another professional. Explain why you referred the issue and who you referred it to. If you have not had to do this, suggest a reason why such action might be necessary.




5. (D461.1, K9) Suggest two examples of medical conditions which could prevent you from working with a client unless you had specific training or qualifications.

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6. (K1) Attach a copy of the *Exercise and Fitness Code of Ethical Practice*. Explain why it is important to ensure equal opportunities are reflected during an exercise session, and diversity is respected

<i>Exercise and Fitness Code of Ethical Practice</i> included		Evidence number/location:	
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7. (K2) Many people participate in gym based exercise or team sport. **Suggest and explain** four different activities which people undertake on a daily basis which might help to improve their physical fitness (for example doing housework). For at least one of these relate it to one of your client programmes. (See also D460.3, K36)

Activity	How this might help to improve physical fitness
  Client No.	

C22 Promote health, safety and welfare in active leisure and recreation

C22.1 Help to control risks in the sport and activity environment (K3-16, K30, K33, K34) See also D461.1.1 (K8)

1 **Attach** risk assessments for **each** of the environments in which you have worked. Include at least one from each of the following: gym, studio/sports hall, client’s home or other enclosed space, outdoors. If you have not used all of these, you should provide an appropriate example.

Gym		Evidence number/location:	
Studio/sports hall		Evidence number/location:	
Client’s home or other enclosed space (non exercise specific)		Evidence number/location:	
Outdoors		Evidence number/location:	

2. **Suggest and explain** at least one area from any the above in which Health and Safety can be improved

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3. Select a different area from the one chosen for Q2, and complete the supplementary information relating to the Environmental/Equipment checks
  - a. List key considerations which you might look at in terms of what makes a suitable exercise environment: what checks you should make and why under each sub-heading)
    - Bags / jackets
    - Clothing
    - Room size
    - Flooring type
    - Lighting
    - Ventilation
    - Heating
  - b. What are the correct safety procedures for unsafe / broken equipment ?





C22.2 Help to safeguard and protect children and vulnerable adults (K1, K2, K17-29)

- 1. Attach a copy or your placement organisation’s guidelines for safeguarding children and vulnerable adults. If this is not available look up the general guidance issued by sportscotland.

Guidelines for safeguarding children and vulnerable adults included		Evidence number/location:	
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- 2. Explain signs which might cause you to suspect that a child or vulnerable adult in your care has been subjected to each of the following types of abuse:

Physical

Emotional

Neglect

Sexual

Bullying

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3. Attach a copy of your PVG Certificate (or obtain a signature from your tutor confirming sight of it)



Evidence number/location of certificate:		Copy of PVG Certificate attached/seen	
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### C22.3/4 Deal with injuries and signs of illness (K30-43)

1. Attach a copy of your current HSE FAW first aid certificate



Health and Safety Executive First Aid at Work Certificate included		Evidence number/location:	
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2. Where possible, attach an incident report (with personal details removed) for an incident which you have assisted with. If you cannot do this, ask for a blank incident report form and complete it as an example



Incident report form included		Evidence number/location:	
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A355 – Reflect on and develop own practice in providing exercise and physical activity

A355.1 Reflect on your own professional practice, by reviewing the outcomes of working with individuals and groups, their feedback, and feedback from other staff



- Before you complete this section, you should read Appendix 3 on P71. Complete the table below, relating it to one session which you have carried out with a client

**Individual session: state location of related evidence:**

Briefly state the goals for the session	
Review the activities which were undertaken, and how effective they were in terms of meeting the client's goals	
Assess how effective and motivational your relationship with the client was. Give at least two examples	
Assess how well you managed the client's session, including their health, safety and welfare. Use an example to illustrate this	

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<p>Assess how well you interact and work with other members of staff. Use an example to illustrate this</p>	
<p>Select two elements from the above list, and suggest how you can improve future practice in each</p>	
<p>Discuss your ideas with a colleague or your line manager. Briefly summarise the discussion and suggest an action plan to improve your identified areas</p> <p>Date/Signature of colleague/line manager</p> <div data-bbox="197 1628 534 1995" style="border: 1px solid black; height: 164px; width: 211px;"></div>	

**A355.2 Improve your own professional practice and career opportunities on a regular basis**

Consider the following aspects of professional practice:

- planning and instructing exercise
- observing, supporting, communicating with, and motivating clients
- use of resources

1. Identify your own short, medium, and long term career goals. Once you have done this set out a personal action plan, suggesting ways in which you will move towards achieving these goals. This should include relevant development activities which you intend to undertake over the next year

Short term goal:	How will you achieve this goal ?
Time scale:	
Medium term goal:	How will you achieve this goal ?
Time scale:	
Long term goal:	How will you achieve this goal ?
Time scale:	

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2. (K18)Suggest three development activities which might help with your professional development.

3. Complete the chart relating to any development activities which you have done during the last year (or intend to do in the near future)

<b>Professional Development Activity</b>	<b>Goal (short, medium or long?)</b>	<b>Content covered</b>	<b>Date to be completed</b>	<b>Date Completed</b>

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4. (K17) Why is it important to have a personal action plan for your professional development ?

5. (K3) Explain how reflective practice helps you to develop client fitness and motivation

6. (K3) Explain how Continuing Professional Development (CPD) helps you to develop client fitness and motivation (See also D459.2, K12)

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7. (K5) Briefly explain the role of
  - a. REPS
  
  - b. UK Active
  
  - c. Skillsactive ?
  
8. (K6) Clearly state the annual CPD requirements for a REPS member. Suggest at least two examples of CPD activity which would be relevant to you and explain why.



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9. (K10/11) Suggest three ways in which you could collect information which would help you to reflect on your performance. Give examples of each based on client evidence.



10. (K13) Why is it important to discuss your ideas with other professionals ?

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11. (K15) Suggest three ways in which you can access information on developments in exercise and physical activity – ***suggest examples or references*** for these

D459 Evaluate exercise and physical activity programmes

D459.1 Work with clients to evaluate exercise and physical activity programmes

1. (K3-11) A variety of different types of information are required to enable the exercise professional to effectively evaluate programmes:

Suggest five different types of information which would help with evaluation, and explain the use and rationale for each

2. (K3-11) ***Refer to examples from your client case studies*** to illustrate at least two different methods of collecting information which would help you to evaluate programmes. (Note that this is NOT the same as Q9 on page p40....!)



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3. Explain the difference between general and structured feedback, and highlight the particular value of structured feedback from a client

D459.2 Identify lessons for future practice



1. **Using evidence from one of your programmes**, identify the success of each of the following aspects of the process. For each explain why (or why not) it was successful, and identify a potential improvement

Client programme to which this question relates		Evidence number/location:	
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<b>How and why was this aspect of the programme successful?</b>	<b>Suggest a method of increasing the effectiveness of this component</b>
Information gathering prior to writing the programme	
Planning the programme	

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<b>How and why was this aspect of the programme successful?</b>	<b>Suggest a method of increasing the effectiveness of this component</b>
Selection and structure of activities	
Programme management and monitoring	

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How and why was this aspect of the programme successful?	Suggest a method of increasing the effectiveness of this component
Programme adaptation and progression	

2.(K13/16)Using your response to Q1 above, **explain** which aspect of the programming process you consider your highest priority for improvement at the present time.



D460 Design, manage and adapt a personal training programme with clients

D460.2 Analyse information and agree goals with clients

1. (K25/29) **Using one of your client case studies as an example**, explain how the identified goals are specific, measurable, achievable, realistic and time bound. (See also table 2, P8)



### D460.3 Plan, prepare and manage a personal training programme with clients

1. Explain why it is important to maintain contact with clients between sessions. Give an example of how you have done this with a client, and refer to the evidence location.



2. (K37/38) **Using one of your client programmes as an example** explain how you have used resources and environments not traditionally associated with exercise to suit your clients' needs



D460.5 Adapt a personal training programme with clients

- 1 ***Using one of your client case studies as an example***, suggest and explain two examples of instances where goals have been redefined or adapted. (See also goals overview, P8-12)



- 2 ***Using one of your client case studies as an example***, suggest two examples of instances where exercises or activities have been adapted. Explain briefly why you adapted the activity, and whether the change was successful.



D461 Deliver exercise and physical activity as part of a personal training programme

D461.1 Plan and prepare individualised exercise sessions

- i. (K4/5) A variety of teaching styles are available to the personal trainer: research Autocratic, Democratic, Laissez-Faire, and explain the key differences between them.



***Using one of your clients as an example,*** explain which teaching method is most suited to them

- 2(K2) **Using one of your clients as an example**, provide a detailed explanation of how you have broken down a programme and identified specific objectives from the overall programme goals (See also Table 2, page 8)



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3(K3) **Using one programme as an example**, identify how the timings, intensities and exercise sequences will help you to achieve the programme goals (See also D460.3, K34)

Programme illustrating FITT component manipulation		Evidence number/location:	
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D461.2 Prepare clients for individualised exercise sessions



1(K9) ***Using one of your own sessions as an example***, explain and justify the various sections of the warm up – ensure you fully explain why it is important to make sure your clients are properly prepared physically and psychologically before activity begins



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2(K11) Why is it important to explain the objectives, planned activities, and the physical and technical demands of the session to your clients prior to starting?

3(K14) Any programme changes should be recorded – why is this ?

D461.3 Teach and adapt planned exercises



1(K31) For each of the following types of training, explain how you could modify the intensity of exercise to match clients' response to physical activity:

Training type	Explain how you could modify the intensity of this type of exercise. <b><i>For each give an example from one of your client sessions</i></b>	Evidence reference
Cardiovascular fitness		
Muscular fitness		
Flexibility		
Core stability		
Circuit formats		

D461.4 Bring exercise sessions to an end

1(K32)



***Using one of your own sessions as an example***, explain and justify the various sections of the cooldown – ensure you fully explain why it is important to make sure your clients have sufficient time to finish exercising, and suggest ways in which the cool down can be adapted to different levels of client needs and experience.

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D462 Apply the principles of nutrition to support client goals as part of an exercise and physical activity programme

D462.1 Collect and analyse information and agree goals with your clients

- 1 Explain the importance and influence of each of the following elements in preparing a plan to help clients achieve their **nutritional** goals

Information	Explain the importance and influence of this element in terms of the achievement of <b>nutritional</b> goals
Personal goals	
Lifestyle	
Medical/physical activity history	
Diet history/Food preferences	
Supplement use	
Nutritional knowledge, attitudes and motivation	

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2. Suggest and explain at least three examples of strategies which could help clients to adhere to their nutritional programme

D462.2 Apply, monitor and adapt the principles of nutrition and weight management to an exercise and physical activity programme

1. Suggest and **reference** three credible sources of nutritional information and advice. **Do not simply list the url - briefly describe the nature/content of the resource !**

2. Provide an example of a nutritional resource which you have developed and/used with a client. **This must be evidenced**, and should be included with client specific information.

Resource referenced		Evidence number/location:	
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### Level 3 Personal Training

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3(K10) Explain how each of the following methods that can be used to measure body composition and/or health risk in relation to weight

<b>Method</b>	<b>What is the purpose of this test ?</b>	<b>Explain the key health issues that this method highlights ?</b>
Body Mass Index (BMI)		
Waist circumference (WC)		
Waist to hip ratio		
Skin folds and skin fold indices		
Bioelectrical impedance		

### Level 3 Personal Training

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4(K14/15)

- a. Suggest circumstances in which a client should be recommended to visit their GP about the possibility of referral to a Registered Dietician
- b. Suggest circumstances in which a client should be referred to an Accredited Sports Dietician



### Level 3 Personal Training

5(K29) For each of the following groups of clients, explain why they might be at risk of nutritional deficiencies:

Client group	Explain why this group might be at risk of nutritional deficiencies:
Clients on severely energy restricted diets	
Clients who exclude animal products from their diets	
Clients who exclude other food groups from their diet (Give an example)	
Clients who are pregnant	
Older people	
Children	
Clients with diagnosed medical conditions/diseases (Give an example)	

### Level 3 Personal Training

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6(K27) Give two examples of potential problems which clients may experience if their nutritional requirements are not met

7(K27) Give two examples of potential problems which clients may experience if their hydration requirements are not met (Do NOT simply say 'dehydration!')

## Appendix 1: Example of Physical Activity Readiness Questionnaire (PAR Q)

PAR Q is designed to help you help yourself. Many health benefits are associated with regular exercise, and the completion of a PAR Q is a sensible first step to take if you are planning to increase the amount of physical activity in your life.

For most people physical activity should not pose any problem or hazard. PAR Q has been designed to identify the small number of adults for whom physical activity might be inappropriate, or those who should have medical advice concerning the type of activity most suited to them.

Common sense is your best guide in answering these few questions. Please read them carefully and tick the related answer 'YES' or 'NO'.

Question	YES	NO
1. Has your doctor ever said that you have a heart condition and recommended only medically approved physical activity?		
2. Do you have chest pain brought on by physical activity?		
3. Have you developed chest pains at rest in the past month?		
4. Do you lose consciousness or lose your balance as a result of dizziness?		
5. Do you have a bone or joint problem that could be aggravated by the proposed physical activity?		
6. Is your doctor currently prescribing medications for your blood pressure or heart condition?		
7. Are you aware, through your own experience or a doctor's advice, of any other reason against you exercising without medical approval?		

### Level 3 Personal Training

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If you answered 'YES' to one or more of the questions, talk with your doctor by phone or in person BEFORE you start becoming much more physically active or have a fitness assessment. Tell your doctor about the PAR-Q and which questions you answered YES to. Ask your doctor about the kinds of activities you wish to participate in and follow his/her advice.

Now complete the information below

#### Notes

- This questionnaire applies to those 15 – 69 years of age
- If you have a temporary illness, such as fever, or are not feeling well at this time, you may wish to postpone the proposed activity
- If you are pregnant, you are advised to discuss your condition with your doctor before exercising
- If there are any changes in your status relative to the above questions, please bring this information to the immediate attention of your fitness professional

I have read and ***understood*** the Physical Activity Readiness Questionnaire

Signature: .....

Date:

Address: .....

Age:

.....

.....

.....

.....

.....

Witness: .....

Date:

### Appendix 2: Example of Lifestyle questionnaire

### Level 3 Personal Training

#### Health and Lifestyle Questionnaire

Client No.

D.O.B.....

Gender: M F

Height (m)

Weight (kg)

**BMI** (Weight divided by Height squared)  
Eg 80kg/1.83<sup>2</sup>m = 23.88

BMI	Weight Status
Below 18.5	Underweight
18.5 – 24.9	Normal
25.0 – 29.9	Overweight
30.0 and Above	Obese

**Waist-to-hip ratio:** This is another (and better) way of judging whether your weight is healthy

Waist Size (cm)

Hip Size (cm)

Waist divided by hips

For men, a ratio should ideally not be over 0.90. For women, that figure is 0.85. The higher the number above these values, the greater your risk of heart disease or diabetes.

**Body Composition:**

%Lean

%Fat

This is the technical term used to describe the different components that, when taken together, make up a person's body weight. The human body is composed of a variety of different tissue types. The so-called 'lean' tissues, such as muscle, bone, and organs are metabolically active, while adipose (fat) tissue is not.. A healthy adult male's body should have between 13 and 17 percent fat. A healthy female's should be composed of between 20 and 25 percent fat. Levels significantly above these amounts may indicate excess body fat. Lower than 7% for men and 10% for women may not be healthy.

Peak Flow: [http://www.peakflow.com/top\\_nav/home/index-2.html](http://www.peakflow.com/top_nav/home/index-2.html)

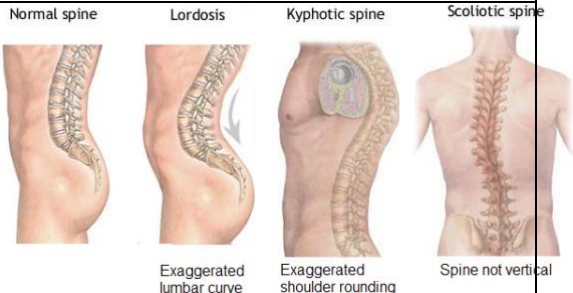
Peak flow measures lung function, and gives an indication of whether the airways are clear or obstructed. By comparing measured peak flow with the normal figure expected for someone of that gender, size and age it's possible to assess lung function.

Measured peak flow

Normal Peak flow

### Level 3 Personal Training

#### Lifestyle Considerations

	Answer					Comment
What are your health and fitness goals?						When was the last time you thought about this ?
On a scale of 1 to 10 (1=not active, 10=very active) please rate how active you are on a daily basis?						Do moderately intense cardio 30 minutes a day, five days a week <i>Or</i> Do vigorously intense cardio 20 minutes a day, 3 days a week <i>And</i>
Current weekly exercise (days per week)	5-7	3-4	2	1	0	Do eight to 10 strength-training exercises, eight to 12 repetitions of each exercise twice a week.
What type of exercise do you enjoy the most?						Is it <i>possible</i> for you to do more ? Do you <i>want</i> to do more ?
For what reason do you / don't you exercise?						Who are you fooling ?
How much time do you spend on household and family duties each week ?						Try to find some time where you might actually be able to exercise
How much time could you <i>really</i> devote to exercise/activity each week ?						Really.....
Would you say you have good (Circle)	strength	flexibility	stamina			All important for everyday activity, though strength becomes increasingly important with age
Do you have any medical conditions that may affect your participation in exercise (both past / present)?						Have you taken advice recently from a doctor on whether it is safe to start an exercise programme?  Hypertension, CHD, Diabetes..... Carefully consider your posture....
What is your habitual standing position ?  Slouched ? With one leg straight and the other slightly bent ?						<p>Normal spine      Lordosis      Kyphotic spine      Scoliotic spine</p>  <p>Exaggerated lumbar curve      Exaggerated shoulder rounding      Spine not vertical</p> <p>Stand up straight, weight on <b>two</b> legs</p>
Do you have any injuries that may affect your participation in exercise (both past / present)?						Have you taken advice recently from a doctor on whether it is safe to start an exercise programme?  Do you walk/run easily, or are some movements difficult?

### Level 3 Personal Training

<p>Are you currently involved in any formal exercise programme? If yes please list how long and what type of exercises.</p>						<p>Do moderately intense cardio 30 minutes a day, five days a week <i>Or</i> Do vigorously intense cardio 20 minutes a day, 3 days a week <i>And</i> Do eight to 10 strength-training exercises, eight to 12 repetitions of each exercise twice a week.</p>	
<p>Do you consider yourself to be under stress? If yes write down brief details. (is it personal, or to do with lifestyle ?)</p>						<p>What steps do you take to reduce the stress ? Relaxation, visualization, exercise, activities which you value, talking may all help</p>	
<p>How often do you experience negative stress from the following</p>		Always	Usually	Frequently	Rarely	Never	
	Working						
	Home						
	Money						
	Social						
	Health						
<p>Do you sleep well?</p>						<p>You should wake up refreshed and relaxed... Every day</p>	
<p>Do you smoke? If yes, how many per day</p>						<p>Stop !</p>	
<p>Do you consume alcohol? – If yes how often and how much?</p>	5-7 days	3-4	2	1	0	<p>British recommendations are two to three units of alcohol a day for women and three to four units for men. It's a good idea to have two or to three alcohol-free days each week. One unit is considered to be 8g of alcohol. You multiply the amount of drink in millilitres by the percentage Alcohol By Volume, and then divide by 1,000</p>	
<p>How do you describe your current physical condition</p>	<p>Unwell</p> <hr/> <p>Overweight</p> <hr/> <p>Unfit</p> <hr/> <p>Underweight</p> <hr/> <p>Fit</p> <hr/> <p>Healthy</p> <hr/> <p>Very Fit</p>						
<p>Any other comments ?</p>							

### Appendix 3: Evaluating your Own Performance

#### Reflective practice

The term "Reflective Practice" describes a way of working that involves keeping notes (or a journal) of what you do, your observations and ideas, anything that you did well or otherwise, and so on. This then becomes a resource for you to go back to, to think about and ask questions about. Through this process you can identify your strengths and weaknesses and explore them further either through reading and trying out different strategies, or through talking to others and observing what they do. This way of working enables you to get some way to seeing yourself as others see you, which is one of the most productive places to be for people who want to learn how to be an effective fitness professional.

#### Feedback from clients, colleagues and managers

Feedback should be positive and helpful – it is not disapproval, criticism or a personal attack, but it is given so that you can improve the work that you do. Furthermore, when feedback is constructive and consistent and is given by someone in an informed position it is very useful. Delivered correctly, feedback is a way to let you know how effective you are in what you are trying to accomplish: it helps us to become more effective. Feedback is usually given orally (less formal) or written (more formal)

#### Tips for receiving feedback

1. Attend to the speaker and listen to the message
2. Try not to react by becoming defensive or launching a counter-attack
3. Avoid flippancy or attempts to change the subject
4. Do not caricature the criticism by over-reacting
5. Do not infer that the critic has some ulterior, hostile motive
6. Convey to the other person that you understand the point of the criticism, and indicate a willingness to work together towards a solution or improvement
7. Accept praise graciously - don't deny it

#### How to use feedback

1. Read it / Listen to it
2. Summarise the key points made and create a list of all feedback. You will then be able to see the key areas where you have received the most feedback. You can then identify if there are key issues which you repeatedly get feedback on
3. Discuss the feedback with colleagues and then identify areas for improvement